

**AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING
RECOUNT TEXT AT THE ELEVENTH GRADE OF
STUDENTS' SMK NEGERI 1 ABUNG SELATAN
KOTABUMI IN THE ACADEMIC
YEAR 2018/2019**



A Thesis

**Submitted as a Partial Fulfillment of
The Requirements S-1 Degree**

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ABSTRACT

AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING RECOUNT TEXT AT THE ELEVENTH GRADE OF STUDENTS' SMK NEGERI 1 ABUNG SELATAN, KOTABUMI IN THE ACADEMIC YEAR OF 2018 / 2019

By :
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Writing is the most difficult skill to be mastered in English for the students. They need a lot of practices, and in practising they make errors in language. For this reason the objective of this research is to find out the error that the students make in writing recount text based on surface strategy taxonomy at the eleventh grade at SMK Negeri 1 Abung Selatan, Kotabumi

In this research used qualitative research or purposive sampling research in collecting and analyzing the data. The data were gathered from the students and then analyzed in order to draw a conclusion. The subject of this research are 36 students of the eleventh grade at SMK Negeri 1 Abung Selatan. In this research, the students were asked to write recount text. The result of student writing were analyzed, classify the error and percentage

In conclusion, based on the result of the research, it was found that the total of students error were 172 items. There were 113 items (65,6%) errors of misformation, 43 items (25%) errors of ommision, 8 items (4,7%) errors of misordering, and 8 items (4,7%) errors of addition. There are many errors that the students made in writing recount text. Those are indicating that the students ability in writing recount text is still low.

Key words : Recount text, error, qualitative research



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

“ For indeed, with hardship (will be) ease! Indeed, with hardship (will be) ease

(QS. Al – Insyirah : 5 – 6)¹

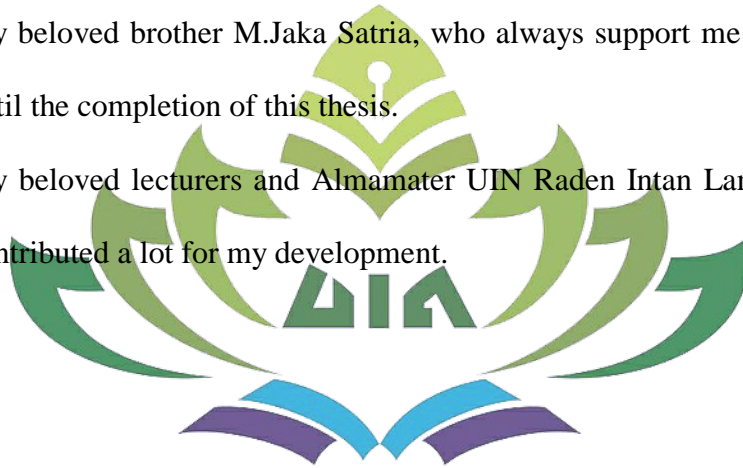


¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, P.1219.

DEDICATION

Praise and gratitude to Allah the Almighty for his abundant blessing to me, and from my deep of herat and great love, this thesis is dedicated to:

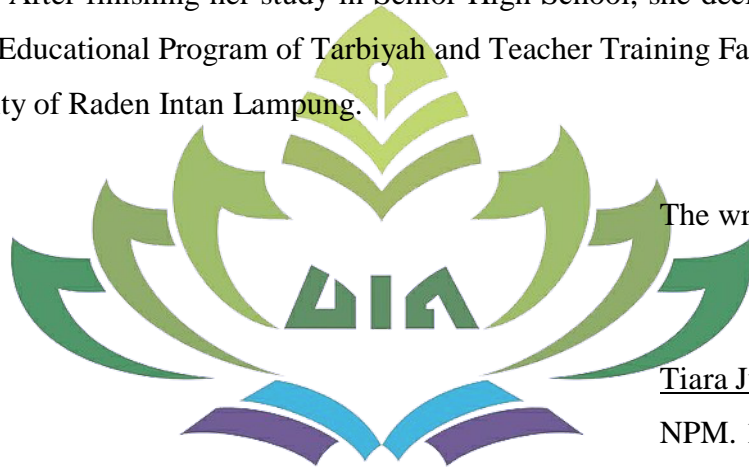
1. The greatest inspirations in my life are my beloved parents, Mr. Junaidi and Mrs. Ila Mardalela who have already prayed and supported for my success and advise me all the time.
2. My beloved brother M.Jaka Satria, who always support me and cheer me up until the completion of this thesis.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The writer's name Tiara Juwita sari. Her nick name is Tiara. She was born in the 1th May 1996. She is the youngest child of Mr. Junaidi and Mrs. Ila Mardalela. She had one elder brother his name is M. Jaka Satria, he lives in Jakarta.

The writer began her study in Elementary School at Sekolah Indonesia Singapura in 2002 and graduated in 2008. She continued her study in Junior High School at Sekolah Indonesia Singapura and graduated in 2011. She moved to Indonesia and continued her study to Senior High School at SMAN 1 Kotabumi and graduated in 2014. After finishing her study in Senior High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty in Islamic University of Raden Intan Lampung.



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In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis Is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The writer realizes that she cannot complete this thesis without help from others. The writer has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 20 February 2019
The Writer,

Tiara Juwita Sari
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language can be divided into two groups : spoken and written, both of them can be used as a tool to communicate. The definition of language itself is a system of communicate by sound, operating through the organs of speech and hearing, among member or given community, and using vocal symbols possessing arbitrary conventional meaning.¹ Language is a social phenomenon. It is a means of communication between individuals. It also brings them into relationship with their environment. Language is, socially learnt behaviour, a skill that is acquired as we grow up in the society.²

From the statement above we can get some points that language can have scores of characteristics. First, language is arbitrary, in the sense that there is no inherent relation between the words of a language and their meaning or the ideas convey by them. Second, productive and creative; the structural elements of human language can be combined to produce new utterances, which neither the speaker nor his hearers may ever have made or heard before any, listener, yet which both sides understand without difficulty. Third, systematic every language is a system of systems. All languages have phonological and grammatical systems, and within a system there are several sub-systems. Fourth, Symbolic

¹ H.Douglas Brown, *principles of Language Learning and Teaching* (Prentice Hall Regents : United States, 1994), p.4

² Lim Kiat Boey. *An introduction to linguistics for the language teacher* (Singapore. 1997), p.3

language consists of various sound symbols and their graphological counterparts that are employed to denote some objects, occurrences or meaning. And the last is social: language is a set of conventional communicative signals used by humans for communication in a community.

English is increasingly being used as a tool for interaction among non-native speaker.³ English is rapidly assuming the role of an international language, no other language has spread around the globe so extensively, making English a truly International language.⁴ So in another words, there are so many reasons, why English become an International language. First; The British state is the most colonized country in the world. Therefore English is very familiar and more widely used in various countries, especially the British colony. Hence the English language faster spread to various parts of the world. The number of countries using it as their first language or mother-tongue, the number of countries adopting it as their official language, and the number of countries teaching it as their foreign language of choice in schools. Second; The British state is an advanced country. It is seen from the innovation and dissemination of science that many from the western countries. Scientists, essays, invention, and innovations in the western countries there is very rapid development. In other words, if we master about English, it is easier for us to get involve in the development of world market and business community, a global scientific, cultural. It means that our future will be bright.

³ H. Douglas Brown, *Teaching By Principles* (New York: Pearson ESL Longman ,2000), p.118

⁴ Crystal. D, *English As Globe Language* (Cambridge Universiry Press : Cambridge, 1997) , p.14

English in Indonesia is one of compulsory subject which is taught, start from Primary School, until Senior High School, even in University. As a developing country. One of the reason why our government makes a policy English as compulsory subject in Indonesia, it is caused that English is used as a lingua franca in multilingual country. In Indonesia English can be categorized as a difficult subject, of course this happened because English is a foreign language that is not much known by them.

Nowadays, the government has provided a new curriculum for the vocational high school, that is curriculum 2013. Especially for English subject, the reason that the government compose curriculum 2013 is as correction of the previous curriculum and the reality that has happened. The reality is after three years studying English at vocational high school, most students could not get the goal of teaching and learning English at school.

Based on the curriculum, there are four skills of English should be taught, those are : speaking, listening, reading and writing. From the four skills of English which should be taught, the writer focus on writing. Writing is the most difficult skill to be taught and to be learned for the students. Writing is a means of communication when the students can not express with speech. Therefore , writing is one of activities for the students to express their ideas and feeling in form of written language⁵ In writing, the students should master about grammar, have good vocabulary, have an idea, have to know about the feature of the text

⁵ Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practice* (New York : Cambridge University Press, 2002), p.303

itself. The fact, In language study, students will not always use correct English. They will make mistakes, too, when writing or speaking more freely.⁶

Another problem that the students encounter in writing, Sometimes there is an idea energizing in students' mind but it is difficult to express it in written language. In other words that the students got difficulties in transferring their ideas into writing. Many students either think or say that they can not, or do not want to write. This may be because they lack confidence, thinks it's boring or believe they have nothing to say.⁷

From the explanation above, we can conclude that writing skills are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgement, because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students.⁸

There are many kinds of writing text that should be learned at Senior High School. They are: narrative, descriptive, expository, persuasive, and recount. In this research, the writer was focus on recount text. Recount text is a text story whose purpose is to amuse or entertain the reader with actual or imaginary experience in difference ways, recount text always deals with some problems which lead to retell the story that happens in the past such as the adventure in camping, going to picnic, etc.⁹ In order to compose recount text the students should master the feature of recount text first. Besides they should master about

⁶ Jeremy Harmer, *How To Teach English* (London : Longman. 2007), p.96

⁷ Ibid,p.113

⁸ Heaton J.B, *Writing English Language Test* (London : Longman Group, 1975), p.138

⁹ TH. M. Sudarwati, *Look Ahead For Senior High School* (VIII.2007), p,30

the feature of recount text, they should master about grammar (pronoun, word order, etc), tenses (simple past tense), and also should have enough vocabulary.

Grammar is really important in learning English because by using grammar, people can express their ideas correctly both spoken and written. Gun and McCallum state that grammar is an important and necessary skill that a student must have. It becomes unimportant if the student can not use it accurately in communication. A learner of English needs to learn grammar and use it correctly. Ellis says that in learning grammar, learners face two difficulties such as the difficulty in understanding a grammatical rules/features and the difficult in internalizing grammatical features so that they are able to use them correctly.¹⁰

The writer can conclude that having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

After doing preliminary research, which was conducted at SMK Negeri 1 Abung Selatan Kotabumi, the writer found that the students competency in speaking and writing English is poor. The writer entered the class, and asked some question, but just a few students could give response. By interviewing an English teacher of SMK Negeri 1 Abung Selatan, and he said that “ the students

¹⁰ Ellis, "The Grammatical Errors on the paragraph Writings". Nadiyahma'mun, Vol. 5 No.1 (April 2016), p.2

skill in writing are poor”.¹¹ To know about students’ competency in writing for students of eleventh grade at SMK Negeri 1 Abung Selatan, in the preliminary research, the writer asked some students to make recount text writing, and there were some errors that the students had :

1. Lastweek, I am very happy (Regularization Error)
2. We stay 6 day in Padang (Regularization Error and Omission Error)
3. we buy souvenirs (Regularization Error)
4. Such is the story of the holiday brief me (Misordering Error)

The correct sentences are

1. Lastweek, I was very happy.
2. We stayed 6 days in Padang.
3. We bought souvenirs
4. Such a brief holioday story.

There are several previous research studies relevant to this topic and conducted by some researchers. The first one, at SMA Negeri 1 Mesuji Timur conducted by Siti Munawaroh.¹² This researcher used dulay’s surface strategy taxonomy to classify the types of errors. There are some differences between the previous study and the current study. The previous research, grammatical error has been done in writing descriptive text. Meanwhile the current research, the grammatical error will be focus in writing recount text.

¹¹Andi Sopyan, S.Pd, Interview with The English Teacher, SMKN 1 Abung Selatan, Kotabumi, 12 Maret 2018.

¹²Siti Munawaroh, “An Analysis of Student Grammatical Errors in Using Simple Present Tense In Writing Descriptive Text at The First Semester of The Eleventh Grade of SMA Negeri 1 Mesuji Timur”. Research Paper (Bandar Lampung : State Islamic Univeristy Raden Intan Lampung, 2013)

Second, At University of Tanjung Pura, Pontianak conducted by D.Ramlu. An Analysis of Students' Error in Writing Reocunt Text.¹³ He classify error into four errors, namely error at content : orientation, events, and re – orientation. Error at grammar based on surface strategy and error at vocabulary. The differentiation between previous study and current study are he also discussed error at content and vocabulary but the writer did not discussed about it. The similarities the writer discuss error grammar based on four kinds , error in surface strategy taxonomy.

Based on explanation above, the writer is interested in finding what kind of the problems do the students of SMK Negeri 1 Abung Selatan have in writing recount text, therefore, the writer are going to conduct a research entitled “An Analysis of Students' Grammatical Errors in Writing Recount Text at The Eleventh Grade Students of SMK Negeri 1 Abung Selatan”

¹³D. Ramlu, “*An Analysis of Students' error in Writing Recount Text*”. Research paper (Kalimantan : Universitas Tanjungpura Pontianak. 2013)

B. Limitation of The Problem

Based on the background of problem and identification of the students above the writer focused on the students' grammatical error in writing recount text, especially in using past tense based on Surface Strategy Taxonomy made by students at The Eleventh Grade of students SMKN 1 Abung Selatan.

C. Formulation of The Problem

Based on the explanation above, the writer formulated the problem as follows:

1. What are the type of grammatical error do by students make in writing recount text based on surface strategy taxonomy ?
2. How many errors do the students make in total based on surface strategy taxonomy ?

D. Objectives of The Research

From the formulation of the problem above, the objective of the research

1. To Find out types of grammatical errors do students have in writing recount text based on surface strategy taxonomy
2. To know the total errors in writing recount text based on surface strategy Taxonomy
3. To know the students's competency in writing recount text

E. Uses of The Research

1. Theoretically

The result of this research can give information for the previous theories of error analysis in writing, and also can be used to verify them.

2. Practically

The result of this research can become a feedback for the English Teacher at SMK Negeri 1 Abung Selatan about the students' weakness and to improve their achievement, especially in writing.

F. Scope of The Research

1. The Research Subject

The subjects of the research are the eleventh grade students of SMK Negeri 1 Abung Selatan, Kotabumi

2. The Research Object

The object of research is students' grammatical errors in writing recount text.

3. The Place of The Research

The research is conducted at second semester of the second year students of SMK Negeri 1 Abung Selatan , in the academic year 2018 / 2019

CHAPTER II

FRAME OF THEORIES

A. Concept of Teaching English as a Foreign Language

In Indonesia, English as a foreign language, not the second language, so that the way in teaching is different between English as a foreign language with English as second language. The writer has mentioned in the introduction that English is a compulsory subject. It means that all students should learn this subject whether they are interested in this subject or not. In such situation the teacher should be able to teach the students by using a suitable method with the students condition (motivation, individual abilities, experience, learning style, and also the family background). In other world, teaching English as foreign language for large class, the teacher should be able to become effective teacher. An effective teachers is a teacher learn their craft through a mixture of personality, intelligence, knowledge and experience.¹

The teachers should realize about their task; such as making preparation, keeping records, and being reliable, and they also should have skills in managing classes, matching task and groups, having vary activities and topics. It is clear that the purpose of teaching learning English as a foreign language is to make the students master the language. To make that happens, the students should actively get involved in teaching learning process and do a lot of practices. The teacher also should manage the class in good way and be creative in teaching learning.

¹Jeremy Harmer , *How to Teach Writing* (London : Longman, 2006), P.111

B. Concept of Writing

Writing is produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short perhaps only two or three sentences have been putting in order and linked together, they form a coherent whole.² The concept of writing as a skill needs to be differentiated from writing as a text.³ Writing a text is a piece of written information. On the other hand, writing a text refers to any meaningful linguistic unit. In writing a text, most of students using preposition to help the express about some idea or thought.

Writing is a process of communication which uses conventional; graphic system to convey a message to reader.⁴ For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph. It means writing as a process of expressing ideas or thought in words. Furthermore, Raimes states that writing means of communication in which the writer uses the language to express his or her ideas, thought and feeling that are arranged in.⁵ so, that in writing as the ways sending a message or information must have the purpose to make the readers easy to understand it.

In other word, writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, so it can be shared with others and process of expressing ideas or thought in words should

²Donn Byrne, *Teaching Writing Skill* (New York: Longman, 1988), p.1

³Sanggam Siahaan, *The English Paragraph* (Yogyakarta : Graha Ilmu, 2008) p.3

⁴Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3

⁵Ann. Raimes, *Technique in Teaching Writing* (New York: Oxford Univesity Press, 1983), p.3

be done at our leisure, writing is an activity of transferring the writers' thought on pieces of books and writing can be enjoyable as long as there are ideas and the means to achieve it.

C. Steps of Writing

There are four steps any kind of writing, they are: ⁶

1. Planning; plan what they are going to write (about main issue, the choice of Language, and the content of the structure).
2. Drafting ; doing a first draft from beginning to end, without going back (use the idea for draft).
3. Editing ; proof reading for grammar, spelling, punctuation, diction, sentences and paragraph structure.
4. Final Draft; edited their draft, making the changes they consider to be necessary, they produce their final version. ⁷

It can be summarized that writing is an important skill in English that must be learned. There are many uses of written English in daily life. For example, today many companies require the applicants to write their application in English. So it will be better for the learner to master it well. From the statements above, the writer concluded that writing is a process of expressing ideas or thought in words should be done at our leisure as the ways sending a message or information must have the purpose to make the readers easy to understand it.

⁶ Jeremy Harmer, *Op.Cit*, P.113

⁷ *Ibid*, p,113

D. Concept of Text

1. Definition of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.⁸ It means that text is a number of words to give a message to somebody in written or spoken. Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.⁹ Futher, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts. It means that text is used as a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.¹⁰ According to Emilia that a text has texture and good characteristic¹¹ as follow:

⁸ Mark Anderson, Kathy Anderson, *Text Type in English* (Australia: Mackmillan, 1997), p.1

⁹ Ken Hayland, *Teaching and Researching Writing* (2nd ed) (Edinburgh Gate:Pearson, 2009), p.8

¹⁰ Ibid, p.3

¹¹ Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqi, 2011), p.8.

a. Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

b. Cohesion

Cohesion refers to how the writer relates each part from the text. Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

2. Kinds of Text

According to English Syllabus of SMK (Curriculum 2013), the teaching of writing for students involve the teaching of paragraphs or text. In English, we can find many kinds of text in teaching of writing to students. Each of these texts has its own characteristics and functions. Students should have knowledge of these texts. The examples genre of the texts are:¹²

1. Spoof Text

Spoof text is to retell on event with a humorous twist.

a. Generic (schematic) structure:

1. Orientation : sets the scene.

¹² Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodean Educational Enterprises (AEE), 1994), p.192-204.

2. Event (s) : tell what happened.
3. Twist : provides the “punchline”.
- b. Significant lexicogrammatical features :
 1. Focus on individual participants.
 2. Use of material processes.
 3. Circumstances of time and place.
 4. Use past tense.

2. Recounts Text

Recount text is to retell events for purpose of informing or entertaining.

- a. Generic structure:
 1. Orientation : provides the setting and introduce participants.
 2. Events : tell what happened, in what sequence.
 3. Re-orientation : optional- closure of events.
- b. Significant lexicogrammatical features:
 1. Focus on specific participants.
 2. Use of material processes.
 3. Use past tense.
 4. Focus on temporal sequence.

3. Report text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment.

- a. Generic structure:
 1. General classification: tells what the phenomenon under discussion.

2. Description: tells what the phenomenon under discussion is like in

Terms of: Parts (and their functions), qualities, and habits or behaviors,

if living: uses, if non-natural.

b. Significant lexicogrammatical features:

1. Focus on generic participants.

2. Use of relational processes to states what is and that which it is.

3. Use simple present tense.

4. No temporal sequence.

4. Analytical exposition text

Analytical exposition text is to persuade the reader or listener that something is the case.

a. Generic structure:

1. Thesis: position (introduce topic and indicates writer's position) and preview (outlines the main arguments to be presented).

2. Arguments: point (restates main argument outlined in preview) and elaboration (develops and supports each point/argument)

3. Reiteration: restates writer's position.

b. Significant lexicogrammatical features:

1. Focus on generic human and non-human participants.

2. Use simple present tense.

3. Use of relational processes.

4. Use internal conjunction to stage argument.

5. Reasoning through causal conjunction or nominalization.

5. Narrative text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning of some kind, which in turn finds a resolution.

a. Generic structure:

1. Orientation: sets the scene and introduces the participants.
2. Evaluation: a stepping back to evaluate the plight.
3. Complication: a crisis arises.
4. Resolution: the crisis is resolved, for better or for worse.
5. Re-orientation: optional.

b. Significant lexicogrammatical features:

1. Focus on specific and usually individualized participants.
2. Use of material processes.
3. Use of relational processes and mental processes.
4. Use past tense.

Based on those explanations, it can be concluded that there are many kinds of text such as spoof text, recount text, report text, analytical exposition text, and narrative text. The kinds of the text those must be mastered by the students in writing for increase the students writing ability. In this research, the write only focuses in recount text.

E. Concept of Tenses

In English, tenses are very important matter, because all occurrence, event, or action, which is a sentence must as according to time of happening. Some people who learn English feel difficulty in comprehending and getting real correct congeniality about tenses. Tenses is a grammatical category, typically marked on the verb that dictically refers to the time of the event or state denoted by the verb in relation to some other temporal reference point.¹³ Tense means time. However, it should be pointed out that time in relation to action is a concept that exist in the mind of the speaker, reader, or listener. Tenses in actual usage refers consistently only to grammatical form.¹⁴ It means that Tenses is one of important part of structure in English, in teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence, because tense are a verb form that are used in certain time. So, it must be mastered by the students. In learning English there are sixteen kinds of tenses.

The writer used simple past tense, because simple past is difficult to understand by the students. The students find difficulties to remember the formula specially in learning simple past tense and got difficulties to make a sentence using simple past tense correctly.

¹³ Rachmat, "*Definition of Tense*", Available in: [http://www, sil, org/linguistics/glossary of linguistics terms/what is tense. Htm](http://www.sil.org/linguistics/glossary/linguistics/terms/what%20is%20tense.htm) (March 8th 2016).

¹⁴ George E. Wishon, Julia M. Burks, "*Let's Write English*", (Revised Ed), (New York: Litton Educational Publishing, 1980), p. 192

F. Concept of Simple Past Tenses

The simple past tense is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999).¹⁵ It means that past tense refers to an activity that occurs in definite time in the past. It is in line with Frank who said that the simple past tense represents definite time, whether a time word is given or not. So simple past tense talks about an action or a situation that happen. According to Thomson and Martinet, the simple past tense in regular verb is formed by adding – **ed** to infinitive, verb ending –**e** add –**d** only, the negative of regular and irregular verbs is formed with **did not** and the infinitive, the interrogative of regular and irregular verbs is form with **did** + subject + infinitive.¹⁶ It can be said that the simple past tense is formed by adding –**d/-ed** for being mastered by the students.

Meanwhile, Swam define, the simple past tense as the one most often used to talks about the past. It can be refer to short, quickly finished actions and events, to longer actions and situations, and to repeated happening.¹⁷ The simple past is used to express the idea that an action started and finished at specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

From the several statements before, we can take the conclusion that the simple past tense is used to express the definite event in the past. Simple past

¹⁵Betty Schramper Azar, *Fundamental of English Grammar* 3rd Ed (Longman, Washington, 2003), p.25.

¹⁶A. J. Thomson, A. V. Martinet, *A Practical English Grammar* (New York: Oxford University Press, 1998), p. 161.

¹⁷ Michael Swam, *Practical English Usage* (New York: Oxford University Press, 1980), p.469.

tense is also used if the event happened completely in the past and time period has finished. need in the past whether there is a time signal or not.

G. Concept of Recount Text

Since the writer wants to do the research about the recount text, thefeore the writer wants to give more explanation about recount text. A recount is a piece of text that retells past events, usually in the order in which they occureed. Its purpose is to provide the audience with a description of what occurred and when it occurred.¹⁸ Meanwhile, a recount text is a paragraph story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways. Gerot and Wignell add that recount is retells an event, tend use past tense, material process, and particular participants.¹⁹ It means that recount is a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, series of events that happened in the past, and re – orientation which states personal comment of the writer. Meanwhile there are some grammatical features of recount such as.²⁰

1. proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where and how.
3. The use of the past tense to retell the events
4. Words that show the order of the events (for example : first, next, then)

Based on those explanations, the writer concludes that recount text is one of the text that tell about the past events or experiences which have purpose of

¹⁸Ibid, p.24

¹⁹Ibid,p.190

²⁰Ibid,p.24

informing or entertaining. Recount text always used simple past tense. The generic structures of recount text are orientation, events, and re – orientation.

H. Generic Structure of Recount Text

a. Orientation

Recount text begins by telling the reader who was involved, what happened, where this event take place and when it happened.

b. Events

The main important activities or events that occurred in that story. The function is to give more explanation of the orientation.

c. Re-orientation

A conclusion of story. In other words this is a kind of the text that saying about how a thing in the past happens in chronologically and also saying about a feeling of that things. Some recount have an evaluative comment or conclusion which may constitute the writers comment on event described previously, but this is just optional. The conclusion is written in the last paragraph, and because this part is optional, some recount may not have this conclusion paragraph.

I. Error

According to Corder in Ellis an error (in this technical sense) takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence.²¹ An error is noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner A.Dullay defines error as the flawed side of learner speech or writing. They are those parts of

²¹ Rod Eliis, *Second Language Acquisition* (New York : Oxford Univeristy Press, 1994),p.51

conversation or composition that deviate from some selected norm of mature language performance.²²

Error refers to language pattern which deviate from the standard rules of specific language. The error may also occur because the learners do not know well the language system they learn.²³ The errors made by the pupils with certain aspects of language as well as spelling, vocabulary, pronunciation, grammar, writing, etc.²⁴ In other word, the error is something that caused the students did not understand the rules of target language.

So we can concluded that, an Error is systematic deviation made by learners who have not mastered the rule of English. Error cannot be self corrected because it is a product reflective of the learner's current stage of English development.

J. Mistake

A mistake occurs when learners fail to perform their competence; That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on an alternative, non-standard rule that they find easier to access. Mistakes, then, are performance phenomena.²⁵

Mistakes are random deviations and unrelated to any system, they are related to performance of the learner and might occur in the speech and writing slip of tongue, ear, pen and false start. Mistake are non due to non – linguistic factors such as fatigue, strong feeling, and memory limitations, and lack of

²² Heidi Dulay, et,al, *Language Two* (Oxford : Oxford Univerity Press : 1982), p.138

²³ Ibid.p.146

²⁴ Kavaliauskiene, Galina, *Role of The Mother Tongue in Learning English for Specific Purposes* (ESP, World, Issue 1 (22), vol 8,2009),p.4

²⁵ Ibid,p.51

concentration and so on.²⁶ In other word, a mistake is made by the learner because they did not apply the rules that they actually know.

According to brown mistake refers to a performance error that is either a random guess or slip, in that it is a failure to utilize a known system correctly.²⁷ It means that all people make mistake in both native and second language situations which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech.

K. Concept Error and Mistake

Dulay gives explanation about error and mistakes, he states that error resulting from lack of knowledge of the rules of second language.²⁸ It means that error reveals the leak of learner knowledge of the target language so it makes the learner does not understand the rules in use in target language. Furthermore Dulay some of second language literatur, performance errors have been called mistakes.²⁹ It means that in performance we do activities repeatedly so we know what we do, i.e when we accept the gift from the other we forget to say thanks. In this case, sometimes we realize that we are doing a mistake.

Corder in Larsen – Freeman, gives more explanation about error and mistake. Error is caused by the learner trying something competely new that results in an error, and these error can not be corrected by themselves because of their lack of knowledge in the target language. Mistake is an error that students

²⁶ Keshavraz, *Reading Mystical Lyrics* (Columbia :University of Douth Caroline press, 2008), p.49

²⁷ Ibid,p.217

²⁸ Ibid.p,139

²⁹ Ibid,p.217

make because they feel something about themselves such as exhaustion, joy, confusion and problem that are in feel, so make them did not focus.³⁰ These mistakes can be corrected by themselves.

There are two ways to distinguish between error and mistake. The first is to check the consistency of learners performance. If sometimes uses the correct form and sometimes its wrong, it is called mistake. However if the students always uses it incorrectly, it is called error. The second way is to ask the students to try to correct their own deviant utterance. Where is unable to, the deviations are errors, where he is successful, they are mistake.³¹

From the definition above, it can be concluded that error and mistake are to different phenomena, Error occur when the learner cannot identify what is correct and incorrect, mistake is the wrong use of language, but the learner knows the correct form of its rules. Mistake can be corrected by the leaner himself, while error can not be corrected by himself, because the learner may not aware that they make the error and they need help from others to correct the error.

L. Definition of Error Analysis

In learning and using a foreign language, one of the most in hibiting factors is the fear of making mistakes or errors. Making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Error analysis is one of the ways to examine all possible sources of errors in order

³⁰ D. Larsen, *A complexity Approach to Second Language Development/Acquisition*.(London : Rouledge, 2011), p.48

³¹ Ibid,p.78

to find the solution. According to Taylor, error analysis is the study and evaluation of uncertainty in measurement.³² It implies that error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the target language effectively. It means that error analysis has an important role in determining the suitable remedial and the effective teaching learning strategy for the learner as well as it can be used as a guideline to minimize the errors in their writing.

As Erdogan emphasizes that error analysis deals with the learners' performance in terms of the cognitive processes. They use of recognizing or coding the input to receive the target language. Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition.³³

James furthermore argues that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.³⁴ It seems that the use EA is such a tool that investigates student's learning process in acquiring second language by identifying, describing, analyzing, and explaining the learner's error.

From the explanations above, it can be inferred that error analysis is a study that focuses on the errors learners make. Moreover, error analysis is one of the most useful techniques that focus on the errors that learners commit whether

³² John R. Taylor, *An Introduction to Error Analysis: The Study of Uncertainties in Physical Measurements* (2nd Ed) (Colorado: University Science Book, 1997), p. 3.

³³ Vacide Erdogan, "Contribution of Error Analysis to Foreign Language Teaching", *Journal of the Faculty of Education Mersin University*, Vol. 1, Issue 2, pp. 261-270, December 2005, p. 262. Available at: <http://www.elthforum.com> (Accessed on November, 7th 2016).

³⁴ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (London: Longman, 1998), p. 1.

in their written or spoken discourse. By identifying what is exactly lacking in the learners' competence, error analysis brings the problem areas to the attention of teachers, syllabus designers and textbook writers, and suggests remedial action to overcome the mismatch between knowledge of the learner and the demand of the situation.

1. Procedures of Error Analysis

In conducting error analysis, several procedures are required to conduct the research correctly. Here, James provides us with five steps in analyzing the learners' errors.

a. Error Detection

In detecting errors, James states that one thing required is the ability to spot the errors, and it is usually easier to spot errors of other people than our own errors. In this first step, we use sentence as our unit of analysis, and use our knowledge to detect it.

b. Error Location

Errors can be located simply by pointing on it, like to the quantifier 'some', preposition in, or verb 2 went by simply saying here is the error, or by describing its place in the sentence. However, there are some errors that are not 'straight-forward'. There is this type of errors called global errors where its occurrence is diffused into a larger text that contain them. The sentence does not simply contain an error, but it is erroneous or flawed as a sentence.

c. Error Description

In describing learners' errors, the system used must have two essential characteristics. First, the system must be well-developed and highly elaborated, since many complex errors made not only by advance learners but also the beginner ones. The second characteristic is that the description must be as simple and comprehensive as possible. There are three main purposes of describing learners' errors. The first is to make learners' errors explicit. The next is that error description is the prerequisite for counting errors. And the last purposes is to create categories.

d. Error Classification

Classifying errors means that we put the errors into categories.

e. Error count

Counting error is the last step to do in error analysis procedure. The analyst counts the errors made by the students.³⁵

2. Classification of Error Analysis

Dulay et al present the most useful and commonly used bases for the descriptive classification of errors, to classify the types of errors, Dulay says, there are four classifications of error namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, communicative effect taxonomy.³⁶ The four taxonomies, one of them employed in the present study.

a..Linguistic Category Taxonomy

³⁵ Ibid, p.114

³⁶ Ibid,p.140

Dulay explain linguistic category taxonomy classify error according to either or both the language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.³⁷

b. Surface Strategy Taxonomy

The surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”. It highlights the ways the surface structures deviate.³⁸ For example, learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underline the learner’s re-construction of the new language or language being learned. It also makes us aware that learners’ errors result from their active way in using the interim principles to produce the target language. Under this category, errors can be classified in to four types: omission, addition, misformation, and misordering.

c. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions.³⁹ If we are to use comparative taxonomy to classify the errors of

³⁷ Ibid.p.140

³⁸ Ibid.p.150

³⁹ Ibid.p.163

an Indonesian learning English, we might compare the structure of the student's errors to that of errors reported for children acquiring English as a first language.

d. Communicative Effect Taxonomy

This type taxonomy classifies errors based on “the perspective of their effect on the listener or reader”. It deals much with distinguishing between errors that seem to cause miscommunication and those that do not.⁴⁰ Research on this matter has shown that errors that reflect the overall organization of the sentence usually do not hinder communication. Based on this taxonomy, categorize errors into “Global Error” and “Local Errors.” Based on the statements above, the materials are suitable for the students have to be known by the teacher by having the input from those who involved in education field, because in teaching-learning process no only involve both, teacher and students but also the materials itself. If the students have many problems in learning process, it is the teachers duty to help and guide them as someone who has the most role in teaching – learning process.

In this research, the writer used surface strategy taxonomy to analyze the students errors, because surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed. Regarding that the errors in using grammar are closely related to the students ability in composing writing spoof text. Therefore, surface strategy taxonomy is described further below

⁴⁰ Ibid.p.189

M. Concept of Surface Strategy Taxonomy

James states that surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”.⁴¹ In addition, according to Dulay et al, a surface strategy taxonomy highlights the ways surface structures are altered: Learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.⁴² By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner’s reconstruction of the new language or language being learned. It also makes us aware that learners’ errors result from their active way in using the interim principles to produce the target language. Furthermore, James states that under this category, errors can be classified in to four types: omission, addition, misformation, and misordering.³⁷

1. Omission

Dulay et.al, states that omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.⁴³ In other words, an utterance of a sentence is said to exhibit omission error if it omits any necessary item used in well-formed sentence of utterance. Although any morpheme or word in a sentence is a potential

⁴¹ James, *Readings on Applied Linguistics* (Surakarta:Muhammadiyah University,2009), p.144

⁴² Ibid,p.150

⁴³ Ibid,p.154

candidate for omission, some types of morpheme are omitted more than the others.

For example:

(Erroneous) She the smartest student in my class.

There has omission of auxiliary of to be:

(Correct) She is the smartest student in my class.

2. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance.⁴⁴ It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same feature.

For instance : (In Past Tense).

(Erroneous) : we didn't went there.

(Correct) : we didn't go there

b. Regularization

⁴⁴ *Ibid*,p.156

A rule typically applies to a class of linguistic items, such as the class of nouns.⁴⁵ In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instance, in the sentence:

(Erroneous) : Laura ~~came~~ to her mother house 2 months ago.

There has regularization of regular past, the verb come does not become ~~came~~, because come is irregular verb .

(Correct) : Laura came to her mother house 2 months ago.

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. For instance, in the sentence:

(Erroneous) : I can played the game.

There has simple addition of verb one after modal

(Correct) : I can play the game.

⁴⁵ *Ibid*,p.157

3. Misformation

Misformations errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect, there are three types of misformations errors, they are:⁴⁶

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* for *gooses* for *geese*. For instance, in these following sentence:

(Erroneous) : He rided his motorcycle.

There has wrong change of verb ride, it should be rode.

(Correct) : He rode his motorcycle.

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. Forinstance, in this following sentence:

(Erroneous) :This pencils are mine.

This is not appropriate for plural, the appropriate one is these.

(Correct) :These pencils are mine.

⁴⁶ *Ibid*,p.158

c. Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apparently fairly free alternation of various members of class with each other.

For instance, look at these sentence below:

(Erroneous) : I written a letter yesterday.

The form of the verb written is wrong, the correct one is wrote, because the example is past sentence.

(Correct) : I wrote a letter yesterday.

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.⁴⁷ For instance, look at these sentences below: I did not know why was she sad. It should be, I did not know why she was sad. Because the placement to be was is wrong

N. Grammar

Grammar is defined as a part of language which deals with the forms and structure of words (morphology) with their customary arrangement in phrases and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantics). It is also described as the department of the study of a language which deals with its inflectional forms or other means of indicating the relations of words in the sentence, and with the rules for employing these in the accordance with the established usage; usually including also the department

⁴⁷ *Ibid*,p.162

which deals with the phonetic system of the language and the principles of its representation in writing. Trask mentions that grammar is the rules for constructing words and sentence in a particular language, or the branch of linguistics studying this.⁴⁸

The existence of grammar is very important because languages is described into two ways. The first is by general rules that state the regularities or system of the language and are called its grammar, for example, English verb form their past tense by adding the ending –ed. Then the second is by a list of irregularities that states idiosyncratic facts about the words of the language and is called its lexicon, for instance, loose and unloose both mean “to set free”. In relation to students grammatical errors, Hendrikson suggested that errors involving general grammatical rules are more deserving of attention than errors involving lexical exceptions. It is because the errors in general grammatical rules more often create misperception than the second one.⁴⁹

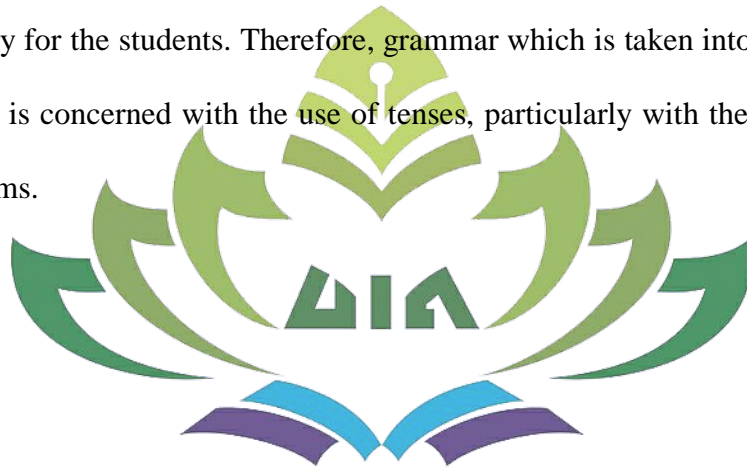
Grammatical error means that something is wrong in the grammar. In addition, grammatical error is anything where a sentence is structured incorrectly. Therefore, the first language can interfere learners in the process of the second language. In addition the writer just focused on surface strategy taxonomy, it is because the writer would like to see the errors with more highlight the ways surface structures are altered in systematic and specific ways.

⁴⁸ Trask R.L, *Key Concepts in Language ad Linguistic* (London:Routledg & kegan, 1999), p.110

⁴⁹ Hendrickson, James, *Error Analysis and Error Correction in Language Teaching* (Singapore:Seamoe Regional Language centre, 1979), P.7 – 8

Based on the concept above, it is clear that grammar is very essential to support the students to know the rules, word changes and to improve English skills. It can be assumed that every language has its own structure which is different so that the sound system and how to combine words or phrases of any language will not be the same as other language in the world.

It is clear that our aim in teaching grammar is to ensure that students are communicatively efficient with the grammar they have at their level. Since grammar knowledge is essential for competent users of language, it is clearly necessary for the students. Therefore, grammar which is taken into account in this research is concerned with the use of tenses, particularly with the changes of the verb forms.



CHAPTER III

METHODOLOGY OF STUDY

A. Research Design

In this research the writer will use descriptive qualitative research. Qualitative research is a research that procedure descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.¹

Qualitative research is naturalistic research method because the research did on natural setting.² Research is a particular tradition insocial science that fundamentally depends on watching people in ther own teritory and interacting with them in their own language, on their own term.³

Based on the definition above, we can conclude in the qualitative research, the writer just take the data as it is. The writer tries to describe, record, analize, the grammatical problem that the students have in writiing.

¹Ag. Bambang Setyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu,2006), p219

² Sugiyono, *Metode Penelitian Pendekatan Pendidikan Kuantitaif, Kualitatif dan R&D* (Bandung. Alfabeta,2010), p.14

³ Serome Kirk, Marc L Miller, *Reliability and Validity in Qualitative Research* (London The International Professional Publishers Newburg Park, P.9

B. Research Subject

Research subject , in this research was the Eleventh grade students of SMK Negeri 1 Abung Selatan, there are five classes of the eleventh grade student of SMK Negeri 1 Abung Selatan , for more details , see the table as follows :

No	Class	Total
1	11 Akuntansi	33
2	11 Teknik Komputer Jaringan 1	36
3	11 Teknik Komputer Jaringan 2	33
4	11 Akomodasi Perhotelan	36
5	11 Tata Boga	33
Total		174

Source : The Data of Documentation at The Eleventh Grade of SMK Negeri 1 Abung Selatan
in The Academic Year 2018 / 2019

Based on the data above, there are five classes at the eleventh grade of SMK Negeri 1 Abung Selatan. Each class consists 33 – 36 students. Thus, total students are 174 students at the eleventh grade of SMK Negeri 1 Abung Selatan. The writer took one class of the eleventh grade of SMK Negeri 1 Abung Selatan for sample in this research. It was considered by using purposive sampling technique. Purposive sampling technique is a sampling technique which takes the sample because some causes.⁴

⁴ Ibid.p.218

C. Sample

The sample of participants for the study is part of the population and all possess some characteristic, that make them member of the sample group.⁵ this is According to Sugyono. Sample is part of the amount and charecteristic which is owned by population. Based on the definition above, sample is the several of population that represent the population research. According to population above, this reseach are going to take the sample of this research in eleventh hotel accomodation. This class consists of 36 students.

3. Sampling Technique

Mcmilan states that the sample can be selected from a large number of group of persons. Identified as the population, or it can simply refer to group of subjects from whom data collected.⁶ In this research is going to take purposive sampling technique. Arikunto states that purposive sampling technique is a technique of determining sample with certain consideration. The writer choose eleventh hotel accomodation, because this class has good motivation in English, and having finished from the school they are going to work in hotel where English is very important.

D. The data collecting technique

Sugiyono states that the data collecting technique is the first main step in a research, because the main purpose of a research is to get the data. Without knowing the data collecting technique, the writers to get the data met the fixed standard.

⁵ James Schreiber, Kimberly Asner – self, *Education Research*, (New York : John Wiley & Sons, Inc, 2011), p.83

⁶ Ibid, p.169

In this research collected the data by using documentation. The documentation is the process of recording the data which is gotten from documentation. Documentation is a record of events that have passed. The writer is going to collect the data by using documentation as follow:

1. The writer is going to interview (the teacher and some students)
2. The writer is going to enter to the class and give short introduction.
3. The writer is going ask the students to write about their last holiday in 90 minutes.
4. The writer is going to observe the students while they write.
4. The writer is going ask the students to collect their writing.
5. The writer annalyze students' error in writing recounh text.

E. Research Procedure

The procedures of this research are as follows :

1. Formulating the research problems or question or determining the focus of the research. Here, the focus in analyzing students' grammatical error in writing, especially in recount text writing.
2. Determining the cases, the way of collecting data taken in form of recount text writing task then analyzing the students' grammatical error.
3. Determining the subject of the research are students second semester of the Eleventh Grade of SMK Negeri 1 Abung Selatan, Kotabumi
4. Preparing the instruments of the data collecting technique consist of recount text writing task.
5. Collecting the data through the recount text paragraph writing task

6. Documenting the collected data
7. Classifying the data
8. Evaluating, analyzing, and calculating the data from the recount text writing.
9. Reporting the data analysis to include in the research result.

F. The Data Analysis

Ellis and Tarigan states that there are five steps to analyze the data which contain students errors. It consist of collecting the data, indentifying the errors, classifying, explaining and evaluating.⁷ these are the following steps about data analysis of this research :

1. The writer collecting the data from the students' work.
2. The writer identified the students' error in writing recount text by marking their error based on surface strategy taxonomy, such as addition ,ommision, misformation, and misordering.
3. The writer classified of each error and total number of error made by the students.
4. The writer explained the students errors, to get percentage of each type the following formula is used.⁸

$$P = \frac{F}{N} \times 100 \%$$

Note:

P= Percentage

F= Frequency of wrong answer

⁷Henri Guntur Tarigan, Diago Taringan, *Pengajaran Analisis Kesalahan Berbahasa*. (Bandung : Angkasa 2011), p.53

⁸Annas Sudjiono, *Pengantar Statistik ke Pendidikan*, (Jakarta : PT Raja Grafindo Persada, 2008), p.43

N= Number of Sample

G. Trustworthines The Data

According to Setiyadi, basic principle of reliability is consistency, and qualitative research is always tried to keep the data collected remains consistent⁹. Furthermore qualitative research is always tried to keep the data collected authentic and life overview of research subject in an honest balanced.¹⁰In addition, the method commonly uses to improve the reliability and validity in qualitaive research is triangulation. Triangulation is a merger of two or more methods in collecting the data. Usefullness of triangulation is to enrich the data by using two or more method in collecting the data, eventually makes more accurate conclusion.

According to Cohen and Manion, there are several kinds of triangulation as follow:

1. Time Triangulation

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups, but in the longitudinal, data collection is carried out from the same group with different time.
- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place triangulation

For more accurate data collection, place triangulation is to be able to use different places for similar data.

⁹ Bambang Setyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing pendekatan Kuantitatif & Kualitatif* (Yogyakarta. Graha Ilmu, 2006), p.30

¹⁰ Ibid.p.31

3. Theory triangulation

The writer collects the data based on different theories.

4. Method triangulation

The writer uses different methods for collecting similar data.

5. Researcher triangulation

In collecting for the same or similar data, it can be done by several researchers.

6. Triangulation methodology

In collect data by the same learning process but by using different approaches.¹¹

Based on the statement above, this research used triangulation of Researchers. In this research, the writer asked the expert to analyze the result of students' writing in recount text. The writer asked Mr. Andi Sopyan,S.Pd as the teacher in analyzing students' writing

¹¹ Ibid.p.246-247

CHAPTER IV

RESULT AND DISCUSSION

A. Types of Students' Grammatical Errors in Writing Recount Text

The writer found that there were 143 total errors, based on the surface strategy taxonomy, the writer classified the error into omission, addition, misordering, misformation.

1. Omission

Omission errors are characterized by the absence of an item in a well-formed utterance. Based on the data, the writer found 16 (11%) omission errors which were made by the students. The analysis could be seen from the following examples.

a. Omission of Word

1(9). Incorrect : But difficult

Correct : But it was difficult

Comment : The student did not applied verb II before difficult.

2(6). Incorrect : We dinner at The Ampera

Correct : We had dinner at The Ampera

Comment :The student did not put a verb “ had “ before dinner it because the student translated directly from Indonesian to English (kami makan)

- 3(14). Incorrect : We climb a mountain
 Correct : We climbed a mountain
 Comment : The student use verb I (present tense) it should be verb II.

2. Addition

Addition errors are characterized by the presence of an item that must not appear in a well – formed utterance. Based on the data, the writer founds 2 (1,4%) addition errors which were made by the students. There are three types of addition errors : (a) simple addition (b) regularization, and (c) double marking. The analysis could be sen from the following examples

a. Simple Addition

- 4 (45). Incorrect : I love was holiday
 Correct : I love holiday
 Comment : The student should not put “ to be “ at the sentence above

- 5 (48). Incorrect : They were agree
 Correct : They agreed
 Comment : The student make an error of adding to be , that is not needed

c. Misformation

Misformation are characterized by the use of wrong form of morpheme or structure. Based on the data, the writer found 117 (82%) misformation errors which were made by the students. There are three types of misformation error : (a) Archi form, (b) Regularization, (c) Alternative form. The data of the research only found error in archi form. The analysis could be seen from the following sentence.

10(53). Incorrect : I watch tv and play
 Correct : I watched tv and played
 Comment : The student should use verb II in the sentence above,
 because we use past tense in recount text.

11(87). Incorrect : My friend can relieve
 Correct : My friend could relieve
 Comment : The student should use the past form of “can”.

12(112). Incorrect : we make a camp fire
 Correct : we made a camp fire
 Comment : The students should use verb II in the sentence. Because
 word “make” is a present tense.

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morpheme in an utterance. Based on the data, the writer found 8 (5,6%) misordering errors which were made by the students. The analysis could be seen from the following examples.

13(165). Incorrect : I spent it only at home
 Correct : I only spent at home
 Comment :The students were error in arranging the words. The
 students made these errors were caused of their knowledge
 about word order was low.

14(167). Incorrect : I helped my mother to cultivate plants chilly

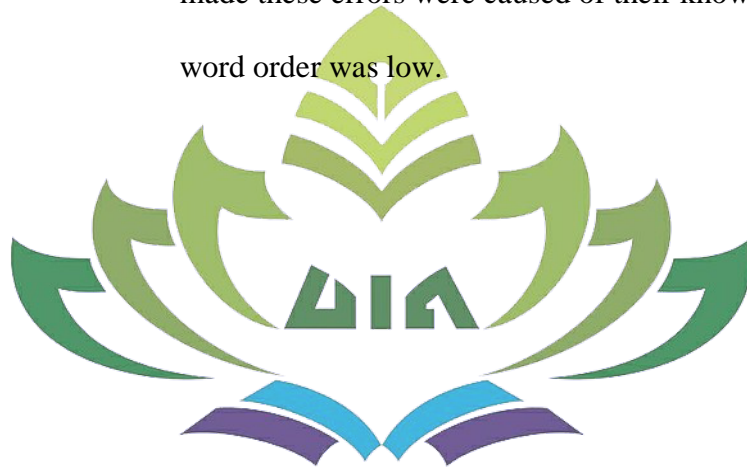
Correct : I helped my mother to cultivate chilly plants

Comment : The students were error in arranging the words. The students made these errors were caused of their knowledge about word order was low.

15(170). Incorrect : After we arrived at house grand mother

Correct : After we arrived at grand mother's house

Comment :The students were error in arranging the words. The students made these errors were caused of their knowledge about word order was low.



The Percentage of Students' Errors in Writing Recount Text in using Surface Strategy Taxonomy

After analyzed and identified the data based on surface strategy taxonomy; omission, addition, misformation and misordering. The total numbers of errors is 143 items. They are 16 items of omission, 2 items of addition, 117 items of misformation and 8 items of misordering, The percentage of these errors could be seen in the following diagrams.



B. Discussion of Finding

The students' writing about recount text became the main instrument of this research, in another world the main instrument of this research was documentation. In collecting the data, the writer choose one class which consists of 36 students to complete the data. The class was the eleventh grade of Hotel Accomodation Department of SMK Negeri 1 Abung Selatan 2018/2019. The data were analyzed based on Surface Strategy Taxonomy.

The number of students were 36, but the subject of the research were 33 students, because when the documentation was taken, there were three students were absent. The students composed recount text which had title my holiday. They had studied recount text when they were in the tenth grade, it meant that their teacher had explained everything about recount text. The students's writing about recount text were analysed. The incorrect forms in students' writing regarded as error.

After analyzing the data, this research found that there were four kinds of errors which was made by the students. The first was omission. The percentage error of omission was 21,7%. The second was addition, the percentage error of addition was 1.3%. The third was misinformation, the percentage error of misinformation was 71,10%. The fourth was misordering, the percentage error of misordering was 5,9%. It meant in this research, the writer found all types in surface strategy taxonomy's types.

The objectives of the research were to describe the kinds of errors in writing recount text based on surface strategy taxonomy and to find out the

percentage of error that the students made in writing recount text based on surface strategy taxonomy; omission, addition, misordering and misformation.

Based on the research, it was found that the highest error made by the students is misformation (82%) According to Dullay, misformation errors are characterized by the use of the wrong form of the morpheme or structure.¹ The example which was found in the research; *My friends and me went to the beach.* The underline word was misformation. The revised of the example was; *My friend and I went to the beach.* In this case, the student understanding of using pronoun was low. The other example; *I take a nap.* The underline word was misformation. The revised of the example was; *I took a nap.* In this case, The student understanding of using second verb was low. It could be influenced with Indonesian language. In Indonesian language . there was no article

The second type of errors which is made by the students was omission error (11%) Omission error were characterized by the absence of an item that must appear in a well-formed. Although any morpheme or word in a sentence was a potential candidate for omission. The example which was found in the research; *The park not big.* The revised of the example; *The park was not big.* In this case, the student understanding of using to be was low. It can be influenced with Indonesian language. In Indonesian , there was no to be. The other example; *I bought new T-shirt.* The revised of the example; *I bought a new T-shirt.* In this case, the student understanding of using an article is low.

¹ Ibid,p.158

The third type of error which was made by the students was misordering error (5,6%) Misordering were characterized by the incorrect placement of a morpheme or group of morphemes.² The example which was found in the research; *There we also ate*. The revised of the example; *We also ate there*. In this case, the students' understanding about word order was low or in another word the students did not master how to arrange the words. The other example; *We went to house my brother*. The revised of the example; *We went to my brother house*. In this case, the students' understanding about word order was low. It could be influenced with Indonesian language. In Indonesian we say “*rumah kakak saya*”.

The fourth type of error which was made by the students was addition error (1,4%). Addition errors were characterized by the presence of an item which must not appear in a well-formed utterance.³

According to the explanation above, and by interviewing some students and the English teacher, it could be inferred that the students made all of errors because of their knowledge about recount text were low. Some of them said that writing was the most difficult subject in English, the others students said that they did not like writing in English because they did not master about grammar. The teacher also said that he seldom gave writing task because it was hard for the students. The explanation above, some of the reasons why the students made error in writing recount text.

Based on the previous research, there was a significant different which was located finding of error appear by using surface strategy taxonomy; the previous

² Ibid,p.162

³ Ibid,p.156

research that relates to recount text writing area comes from Abdelrady and Ibrahim in journal “Error of Inflectional Morphemes Made by Preparatory Year Saudi ELF Students at Al-Jouf University”. The second by Suwaree Yordchim and Toby J. Gibbs entitled “Error Analysis of English Inflection among Thai University Students”. And the last comes from Ahmad and Andi in their research entitled “Inflectional Errors Found in Descriptive Text Written by Ninth-Year Students of SMPN 14 Malang”



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it can be drawn some conclusions, they are;

1. The types of students' error in writing recount text by eleventh grade student in SMK Negeri 1 Abung Selatan based on surface strategy taxonomy are omission, addition and misinformation. The writer made some conclusion as follows:
2. There are 4 types of errors found in the data. They are: omission, addition, misordering, misinformation.
3. The total numbers of error committed by the students were 157 , and the proportion (frequency and percentage) based on surface strategy taxonomy.
 - a. The number of misinformation were 117 items (82%).
 - b. The number of omission were 16 items (11%).
 - c. The number of misordering were 8 items (5,6%)'
 - d. The number of addition were 2 items (1,4%)

From the data above, we knew that The students' knowledge about grammar was poor. It was as a sign that the students needed remedial in writing recount text.

B. Suggestion

Considering the result of the research, this reeseach would like to give some suggestion as follows:

1. For The English Teacher

The suggestion is given to English teacher that the teacher should not ignore the students' errors, if it is possible the teacher gives proper correction on them by using appropriate error correction strategy. It is also suggested that the teacher establish a remedial session for teaching recount text writing, retell to the students in detail how to write recount text, because the finding of the research shows that the students were mostly troubled by that items.

2. For The Students

- a. The students should learn and practice more serious in learning English especially in writing recount text, in order to develop their knowledge.
- b. They can learn through teachers or friends to improve their knowledge about English especially in writing recount text.

3. The other researcher

The suggestion is given to other researchers, It is necessary to conduct further research with the same object and different perspective, or conduct the research why the stduents make error. An error is a linguistic form or combination of forms which, in the same context and under the same context and under similar conditions of production, would, in all likelihood, not be produced by the

speakers' native speaker counterparts.¹ on the other hand, differentiates between the mistake which is a performance error due to a random guess or slip and the error that refers to idiosyncrasies in the interlanguage of the learner manifesting the learner's system of operation while learning² It can be used as the input for improvement of language teaching.



¹ Ibid,p.212

² Ibid,p.89

Appendix 1

Preliminary Research's Interview

Interviewer : Tiara Juwita Sari
Interview : Andi Sopyan, S.Pd
Day/date : 12 Maret 2018

Question for English Teacher

1. Sejak kapan anda mulai mengajar bahasa Inggris ?
2. Berapa Jumlah murid yang anda ajar disekolah ini ?
3. Apa kesulitan yang anda hadapi dalam mengajar bahasa Inggris ?
4. Bagaimana kemampuan bahasa Inggris siswa-siswa anda khususnya didalam pemahaman menulis pada recount text ?
5. Apakah menurut anda menulis dalam Bahasa Inggris itu penting?
6. Bagaimana anda menjelaskan tentang menulis pada recount text?
7. Bagaimana kemampuan penguasaan siswa/siswi dalam menulis pada recount text?
8. Bagaimana dengan hasil nilai para siswa setelah diajarkan tentang menulis pada recount text?
9. Menurut pandangan dan opini anda, kira-kira apakah yang membuat siswa tidak dapat menguasai menulis pada recount text ?

Answers from the Teacher

1. Saya mengajar bahasa Inggris sudah lama.
2. Saya mengajar bahasa inggris sekarang ada 174 siswa, yang siswanya terdiri dari 33 - 36 orang perkelas
3. Siswa kebanyakan tidak fokus dalam belajar bahasa Inggris, mereka tidak fokus dengan penjelasan guru, biasanya mereka main-main, atau mereka mengobrol sendiri dengan teman, seperti itu.
4. Kalau untuk writing (menulis) mereka cukup, namun di kelas 11 perhotelan ini memiliki nilai yang lebih rendah disbanding kelas yang lainnya dalam pelajaran bahasa inggris utamanya di writing.
5. Jelas, karena kalau tidak bagaimana siswa tersebut menyusun kata yang benar dalam Bahasa Inggris.
6. Biasanya saya menjelaskan topik tersebut ya di mulai dari pengertian, contoh – contohnya, dan ciri – cirinya.
7. Karena sepengalaman saya, berdasarkan teori yang ada, teman-teman saya kebetulan yang menjadi guru bahasa inggris, siswa hanya ada beberapa yang bisa menguasai benar topik ini. Sebagian mereka mengerti tetapi tidak tahu bagaimana mengungkapkan nya dalam bahasa inggris.
8. Umumnya sih ya masih tetap rendah sih,tapi kan itu belum berlangsung lama ya.

9. Kalo kata saya sih, karena mereka memiliki keterbatasan vocabulary, karena kan dalam bahasa inggris kita harus memiliki banyak vocabulary, saya rasa mereka masih terbatas, oleh sebab itu mereka malas untuk membaca.



Preliminary Research's Interview

Interviewer : Tiara Juwita Sari

Interviewee : Students

Day/date : 12 Maret 2018

Question for the Students

1. Apakah kamu memiliki kesulitan saat belajar bahasa inggris terutama dalam menulis pada recount text?
2. Apakah kamu memperhatikan semua yang guru jelaskan saat pelajaran bahasa inggris ?

Answers:

1. Iya kami (9 Siswa) memiliki kesulitan dalam belajar bahasa inggris terutama ketika memahami isi teks bahasa inggris dikarenakan banyak faktor seperti rasa malas, tidak mengetahui artinya dan lain sebagainya.
2. Terkadang kami (9 Siswa) memperhatikan guru ketika menjelaskan tetapi terkadang juga tidak karena kadang ada yang ngajak ngobrol terus juga merasa bosan dan lain sebagainya.

Appendix 2

Interview Result

Respondent : Andi Sopyan, S.Pd
Day/Date/Year : 2nd May 2018
Place : SMK Negeri 1 Abung Selatan

1. **Question :** What are the problems that you find in determine the writing material?

Answer : I just follow the contents and exercise on the book. But in the textbook that I used in teaching writing, there were only few exercise, many of that were long one. Most of the students were weak to write. It would be harder if they had to answer a long text, the questions that difficult to be understood.

2. **Question :** What are the obstacles that you find in stimulating and engaging students to write ?

Answer : Some of them were passive. I had not any ideas to make them become more motivated to learn English especially in writing. For them writing was a difficult activity. Sometimes they did not involve in discussion session or even they did not read the text. They made noisy and chatted with another friend. And many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in discussion session or even in answering the question in the text book.

3. **Question :** How you establish exercise or question to students ? How do you modify the question or exercise to attract students' interest in learning writing?

Answer : I used the questions or exercises only from the book that I used in teaching writing. But i always asked the students to bring their own book dictionary

4. **Question :** What are the obstacles that you find in giving feedback for the students ?

Answer : Sometimes I did not have time to give feed back to the students about what we had discussed. The times often up when I would give feedback to the students. It was because the students read and answer the text and understand the text very slowly.

5. **Question :** What are the problems that you find in giving assessment ? do you give asesment with the proper standard ?

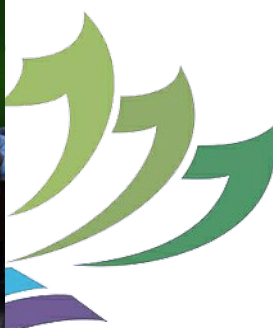
Answer : i have no problem in giving asesment. Because i gave assessment to the students with proper standard.

6. **Question :** In your opinion, what are the problems in teaching writing especially in writing recount text ?

Answer : In my opinion, the problem in teaching writing especially in writing recount text, i have to explain more and more about this topic clearly and teach how to write in a good way.



Appendix 6



No	Error	Correct	Type of Error
			Omission
1	I breakfast	I <u>had</u> breakfast	Omission of Word
2	My uncle did not agree holiday	My uncle did not agree to <u>have</u> holiday	
3	We no planning to go to the beach.	We <u>had</u> no planning to go to the beach.	
4	But difficut	But <u>it was</u> difficult	
5	The first time for me	<u>It was</u> the first time for me	
6	We dinner at the Ampera	We <u>had</u> dinner at the Ampera	
7	I'm very happy holiday in Bandung	I was very happy to <u>have</u> holiday in Bandung	
8	I went with my family	I went <u>there</u> with my family	
9	We had picnic	We had <u>a</u> picnic	
10	I really enjoyed a picnic	I really enjoyed <u>had</u> a picnic	
11	The park not big	The park <u>was</u> not big	
12	We bored	We <u>were</u> bored	
13	I had to responsible	I had to <u>have</u> responsible	
14	But no answer	But <u>there was</u> no answer	
15	Although many visitors	Although <u>there were</u> visitor	
16	I talk about it to my family	I <u>talked</u> about it to my family	

No	Error	Correct	Type of Error
			Addition
17	I love <u>was</u> holiday	I love holiday	
18	They were agree	They agree	

No	Error	Correct	Type of Error
			Misformation
19	I wake up	I <u>woke</u> up	
20	I watch tv and play	I <u>watched</u> tv and <u>played</u>	
21	I immediately help my mother to sweep and mop the floor	I immediately helped my mother to swept and mop the floor	
22	I spend it only at home	I <u>only spent</u> at home	
23	I go to Sari Ringgung	I <u>went</u> to Sari Ringgung	
24	It is very nice	It <u>was</u> very nice	
25	My aunt ask my uncle	My aunt asked my uncle	
26	They are agree	They <u>were</u> agree	
27	We go to the beach	We <u>went</u> to the beach	
28	He ask to visit	He <u>asked</u> to visit	
29	I just go to swim	I just <u>went</u> to swim	
30	It is because	It <u>was</u> because	
31	I invite some of my friend	I <u>invited</u> some of my friends	
32	Only four of us can swim	Only four of us <u>could</u> swim	
33	We wait for publick transportation	We <u>waited</u> for publick transportation	
34	And enter the swimming pool	And <u>entered</u> the swimming pool	
35	We try to find	We <u>tried</u> to find	

36	We go home	We <u>went</u> home
37	I don't go anywhere	I <u>didn't</u> go anywhere
38	I just help my parents	I just <u>helped</u> my parents
39	And discuss about something	And <u>discussed</u> about something
40	My friend can relieve	My friend <u>could</u> relieve
41	I help my mother	I <u>helped</u> my mother
42	I water the plants	I <u>watered</u> the plants
43	I go to Krui	I <u>went</u> to Krui
44	It take six	It <u>took</u> six
45	We sleep at the gas station	We <u>slept</u> at the gas station
46	We goes to Jukung port	We <u>went</u> to Jukung port
47	We want to swim	We <u>wanted</u> to swim
48	We buy "nasi uduk"	We <u>bought</u> "nasi uduk"
49	We eat together	We <u>ate</u> together
50	My father go to my home town	My father <u>went</u> to my hometown
51	We go there	We <u>went</u> there
52	My father teach me	My father <u>taught me</u>
53	I try so many times	I <u>tried</u> so many times
54	My father <u>get</u> some fishes	My father <u>got</u> some fishes
55	My father ask	My father <u>asked</u>
56	Me and my friends	<u>I</u> and my friends
57	Going to the beach	<u>Went</u> to the beach
58	We directly go to Krui	We <u>directly went to Krui</u>
59	When everything is ready	When everything was ready
60	The view is very beautiful	The view <u>was</u> beautiful
61	The most	The most unforgettable

	Unforgettable holiday is my holiday in Blitar	holiday <u>was</u> my holiday in Blitar	
62	I have a nice memory	I <u>had</u> a nice memory	
63	I arrive at Palembang	I <u>arrived</u> at Palembang	
64	The city is very beautiful	The city <u>was</u> very beautiful	
65	My cousin ask me	My cousin <u>asked</u> me	
66	The mall is very big	The mall <u>was</u> very big	
67	The bridge is very big	The bridge <u>was</u> very big	
68	We eat empek – empek	We <u>ate</u> empek – empek	
69	The people are very friendly	The people <u>were</u> very friendly	
70	I love Palembang city	I <u>loved</u> Palembang city	
71	My sister have prepared	My sister had prepared	
72	I feel very tired	I felt very tired	
73	It is not the first time	It <u>was</u> not the first time	
74	The location of the beach is close to my grand mother's house	The location of the beach <u>was</u> close to my grand mother's house	
75	It take 10 minutes walk	It <u>took</u> 10 minutes walk	
76	There is a waterfall	There <u>was</u> a waterfall	
77	The waterfall is very nice	The waterfall <u>was</u> very nice	
78	The waterfall name is Waylalaan	The waterfall name <u>was</u> Waylalaan	
79	They are Dinar, Leo, Chandra	They <u>were</u> Dinar, Leo, Chandra	
80	It is not so far from the mountain	It <u>was</u> not so far from the mountain	
81	We make a camp fire	We <u>made</u> a camp fire	

82	We <u>going</u> down	We <u>went</u> down
83	We are very tired	We <u>were</u> very tired
84	We are happy	We <u>were</u> happy
85	I and my family go to swimming pool	I and my family <u>went</u> to swimming pool
86	I'm very happy	I was very happy
87	Because Bandung is	Because Bandung was
88	There are a lot of tourist	There were a lot of tourist
89	The objects are incredible	The objects <u>were</u> incredible
90	The food is very delicious	The food <u>was</u> very delicious
91	May I visit Bandung	<u>might</u> I visit Bandung
92	I am very happy	I <u>was</u> very happy
93	My father is sick	My father <u>was</u> sick
94	I feel bored	I <u>felt</u> bored
95	I don't have friends to play with	I <u>didn't</u> have friends to play with
96	Our grand father live in the village	Our grand father lived in the village
97	The situation is so quite	The situation was so quite
98	The beach is quite popular	The beach was quite popular
99	The panorama is very beautiful	The panorama <u>was</u> very beautiful
100	I enjoy the atmosphere	I <u>enjoyed</u> the atmosphere
101	And clean the house	And <u>cleaned</u> the house
102	I take a bath	I <u>took</u> a bath
103	We have a corn field	We <u>had</u> a corn field
104	We go by bus	We <u>went</u> by bus

105	We wake up early in the morning	We woke up early in the morning	
106	I love it	I loved it	
107	Can stay longer	<u>Could</u> stay longer	
108	It take one hour to go there by car	It took one hour to go there by car	
109	There are a lot of gazebo	There <u>were</u> a lot of gazebo	
110	The place is quite	The place <u>was</u> quite	
111	There are also duck beats	There were also duck beats	
112	If you want to rent it	If you wanted to rent it	
113	There is also a cool place	There was also a cool place	
114	I join the scout at my school	I <u>joined</u> the scout at my school	
115	There are 25 students	There were 25 students	
116	The hiking teach us about a team work	The hiking taught us about a team work	
117	I cannot stay with you	I <u>could not</u> stay with you	
118	I am sorry my grand mother	I <u>was</u> sorry my grand mother	
119	My grand father said the food is delicious	My grand father said the food was delicious	
120	The room is clean and neat	The room was clean and neat	
121	I take a nap	I took a nap	
122	I woke up and prepare for breakfast	I woke up and <u>preparing</u> my breakfast	
123	I am happy	I was happy	

124	The hotel is near the beach	The hotel was near the beach	
125	I Hadn't meet my cousin	I hadn't met my cousin	
126	I am happy	I was happy	
127	My uncle is a policeman	My uncle was a policeman	
130	My friend and me went to the beach	My friend and I went to the beach	
131	we went home happy	We went home happily	
132	I take a bath	I took a bath	
133	I feel very tired	I felt very tired	
134	There is a new park	There <u>was</u> a new park	
135	We go there by motorcycle	We <u>went</u> there by a motorcycle	

No	Error	Correct	Type of Error
			Misordering
136	I spent it only at home	I <u>only spent at home</u>	Incorrect Placement
137	The beach Sari ringgung	Sari ringgung beach	
138	I help my mother to cultivate plants chily	My mother to cultivate <u>chily plants</u>	
139	City big and beautiful	<u>Big and beautiful city</u>	
140	We had always	We <u>always had</u>	
141	After we arrived at house grand mother	After we arrived at my grand mother house	
142	There we also ate	We also ate there	
143	I went to house my brother	I went to my brother house	